

## Ideas from Sara Wilkie:

**Notebook:** STAB

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### Starting:

- **Clarify your goals and vision**
  - What do you want to achieve as a result of change?
  - What is the end goal?
  - Make sure goals reflect:
    - Pedagogy Beliefs
    - Assessments
    - Content & Curriculum
  - **Actually opposite of this! Make sure pedagogy, assessments & curriculum reflect the goals**
    - **In what ways does student work, learning and roles reflect goals & vision?**
- **Articulate what we are after & how it will benefit the students**
  - How it will benefit & how it might benefit - acknowledge the unknowns
  - Sample Goals
    - **Students as critical thinkers**
      - teach skills of: questioning, validating, discovering, reflecting & documenting
    - **Design opportunities to all challenge students**
    - **Design opportunities to let students fail**
      - develop perseverance, grit, tenacity
      - fail and learn from the process
      - mine the wrong turns & perceived failures for rich learning that happens in the process
    - **Teaching the process**
      - documentation & reflection by teachers and students daily
      - **Learning out loud** - using social media to do this
        - class twitter - learn to direct our tweets - search the hashtags before tweeting
        - class blogs
        - student digital journals
    - **Building student capacities for:**
      - Being leaders
      - Designing

- Creating
- Perseverance

### **Chief Effort: Documentation and Reflections**

By teachers and students

Want the **documentation of the journey**, not the typical snapshot with portfolios or stagnant webpages

- Close family communications
- All teachers must have a personal mode of communication with families and students on a daily basis.
  - Lots of resistance, but key to this
  - Wikis, school webpage, Blog
  - Type chosen by the purpose
    - Wikispaces
      - wide open
      - things you want the world to see
      - **Having students and teachers learning out loud**
    - Moodle
      - closed
      - sensitive conversations
      - links to sites that have school purchased subscriptions
    - Edublog
      - Semi-protected
      - School wide, not world wide
      - blogs can be globally visible; teachers have control over this

### **Birmingham Covington**

- Covington's Motto: Learn Globally, Serve Locally.
- Vision created by Dale Truding -
  - was principal, now Superintendent (Assistant?) in Chicago Area suburb K-8
  - Challenging All Students - got rid of AP classes in district

3-6 Students have core classes in: Math, RLA, Social Studies, Thinkering, Engage - Science

Daily rotation class of: Engineering, PE, Art

7/8 Students have core classes in: Math, LA, Science, Social Studies, Engage, Spanish

Daily rotation class of: Engineering, PE, Health

Elective by semester: Art, Thinkering or Band

### **Engage Philosophy:**

Engage is a 3rd-8th grade project unique to BCS. Engage was conceived as BCS sought to reinvent itself

to keep pace with the real-world skills that will be demanded of our students when they exit our system.

The overarching goal of Engage was to engage students in problem-based and project-based activities that

integrated elements of science, educational technology, technology education, and language arts as well

as the four main elements of the enGauge 21st Century Skills: Digital Age Literacy, Inventive Thinking,

Effective Communication, and High Productivity.

- Other Key Concepts
  - ◊ Learning from Failure
  - ◊ Persistence / Iteration
  - ◊ Problem-Solving
  - ◊ Communication
  - ◊ Group Skills / Collaboration
  - ◊ Creativity
  - ◊ Projects
  - ◊ Reflection
  - ◊ Meta-Cognition
  - ◊ Formative Evaluation
  - ◊ Process/Product
  - ◊ Students as Experts
  - ◊ Tinkering
- Rubric Objectives:
  - ◊ Digital Age Literacy
  - ◊ Effective
  - ◊ Communication
  - ◊ Inventive Thinking
  - ◊ High Productivity

Students engaged in something that involves thinking.

Outcome -

Students do projects, be self directed, be leaders, learn how to take feedback

Started in science classes. 2 weeks science units, 2 weeks Engage units.

ex. Crime Scene Investigation - teaching inductive and deductive reasoning skills. Clue/Murder Mystery Lunch with parents. Microscopes to investigate spilled liquids at scene. Thinking skills, group skills, listening skills - concrete to emphatic listening

### **Thinkering Philosophy:**

**Design, Make, Remix, Hack, Create, Build, Program, Craft, Etc.**

**Thinkering Studio is a collaborative space/class/studio for students to:**

- explore questions, challenges, topics or technologies of interest, at their own pace, and in directions of their choosing
- collaborate informally and formally, in person and electronically, synchronously and

- asynchronously
- plan and reflect on their creations, processes, successes, difficulties, and learning through a multimodal journal and portfolio
- create footsteps, examples, resources, or other artifacts for themselves & others who might follow
- integrate technology as appropriate
- (think 3M, Bell Labs, Google's 20% time, Apple's Blue Sky program, etc.)
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#### Rubric Topics and sample bits

- *Task(s)/Question(s)/Challenge(s)/Topic(s)*
  - ◊ Discovers a wicked problem
  - ◊ Goes for an "epic" challenge
  - ◊ Addresses an authentic question, challenge, or task
- *Effort/Participation*
  - ◊ Works with others in class: comments on journals or projects, offers help/expertise to other projects
  - ◊ Looks for and Appreciates ["Small Wins"](#)
  - ◊ Achieves an "epic" goal
  - ◊ Brings [zest](#) to project/class
  - ◊ Demonstrates [grit](#)
- *Daily Journal*
- *Biweekly Update*
  - ◊ Student controls the meeting, making sure to elaborate on their current project/topic, journal, portfolio, public contribution, etc
- *Portfolio*
- *Public Contribution*
  - ◊ Regularly (weekly) posts material that would be helpful to someone learning about the same topic, tool, or project
  - ◊ Material is organized/presented in a "reader" friendly format
  - ◊ Material becomes a part of a larger community outside of BCS
- *Outside Expertise*
  - ◊ Actively seeks outside resources from a variety of sources
  - ◊ Becomes an active member of an outside community
- *Integration of Technology*
  - ◊ Technology is used for multiple uses that could include: finding information, processing information, communicating information, exploring/mastering a tool, etc.
  - ◊ Demonstrates "tool" flexibility
- What else could be considered?

- ◊ Creativity
- ◊ Working outside of your comfort zone
- ◊ Inquiry
- ◊ [The Disciplined Pursuit of Less](#) - "[Your focus needs more focus.](#)"

### Journaling Sample

#### **What we need to do next is...**

to start the actual story map.

You will basically spawn in a village that seems to be blown up. And it happens to be your home town village. Your task is to basically save your village and kill the evils that blew it up.

The story will go along those lines.

This week we are going to make the blown up village.... And work with command blocks a little bit.

To check out:

Splashtop instead of Doceri

Nearpod

Socrative.com

Wedo

Kinex

Books & Articles or Ideas to Check Out:

Invent to Learn

MakerMovement

YoungMakers

Geever Tully - the Tinkering School, Ted Talks of his

**We learned...** That next time if you get a lot of progress in your minecraft world that you should back it up!

We made a big mistake!

We did not back up our world and as a result we came to class and found our whole entire world gone.

4 2

We learned a lesson that we should always and i mean always back up your world.

Well.... Now we have to start from square one.

From now on we are going to back up our world every class period so we do not run into this problem again.